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ABSTRACT

The report condenses the yearly activities of the Tennessee Research Coordinating Unit (RCU) for Vocational Education and its efforts toward fulfilling the organization's goals: (1) To stimulate, coordinate and conduct research; (2) To collect and disseminate research and information; and (3) To improve vocational-technical education. The first two sections consider the information retrieval and dissemination system and list mini-grants. The coordination of research activities is dealt with in section three; presentations to groups, conferences, technical assistance projects, and miscellaneous activities are listed. Section four presents summaries of the following major activities undertaken during 1973-74: (1) A management information system; (2) Occupational information system development; (3) Product utilization development; (4) The impact of the 1968 vocational education amendments in Tennessee; (5) A study of student satisfaction in Tennessee's vocational-technical education programs; and (6) The 1973 U.S. Office of Education survey of post-secondary schools. A technical training needs assessment project in East Tennessee is described and research and development office activities discussed. A discussion of future activities concludes the report. A list of regional resource centers, RCU publications, and abstracts of mini-grant projects for 1973-74 are appended. (MW)

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Final Report Tennessee RCU

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Stimulate
Coordinate
And
Conduct
Research

and

Collect
And
Disseminate
Research
And
Information

to

Improve
Vocational
Technical
Education

for

Students

U.S. DEPARTMENT OF HEALTH
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July 1, 1973
June 30, 1974

TENNESSEE RESEARCH COORDINATING UNIT
909 Mountcastle Street
Knoxville, Tennessee 37916

Sponsored cooperatively by
University of Tennessee College of Education

and

Tennessee State Board for Vocational Education
Benjamin E. Carmichael, Executive Officer
Nashville, Tennessee 37219

CE002969

FINAL REPORT

Tennessee Research Coordinating Unit
For Vocational Education

July 1, 1973 - June 30, 1974

A unit sponsored jointly by
The State Division of Vocational Education
and
The University of Tennessee College of Education

FORWARD

An important document for any organization is the final report which condenses the yearly activities and projects future activities in one publication. This allows not only people outside the organization to review the year's activities, but it also allows people within the organization to see how their efforts relate to the progress of the organization.

This final report reflects a continuing growth of Research Coordinating Unit activities and a growth in the number of educational personnel who are benefiting from the services of the RCU. Much of the success of the RCU is related to the efforts of all RCU staff members (complete list pages 2 and 3) on an individual and cooperative basis.

Special recognition is extended to Frank McKenzie for editing this final report.

Garry R. Bice
Director
Research Coordinating Unit

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I. INTRODUCTION

The Tennessee Research Coordinating Unit for Vocational Education is operated as an integral part of the Department of Vocational-Technical Education at the University of Tennessee, Knoxville. The RCU is funded on a contract basis each fiscal year after a program of activities is developed jointly with the State Division of Vocational-Technical Education and the Department of Vocational-Technical Education at the University. Funding is shared approximately 75 percent with State and Federal funds and 25 percent with University funds. Some specific projects are funded by other agencies such as the State Advisory Council on Vocational Education and the Tennessee Valley Authority.

Objectives

The basic objectives of the Tennessee RCU have not changed in the past three years. However, methods and procedures used to accomplish objectives have changed. The basic objectives are:

1. To collect and disseminate--to appropriate audiences--information on progress and application of occupational research.
2. To stimulate and encourage occupational education research and to develop research activities in state departments, colleges and universities, local school districts and nonprofit educational organizations.

3. To coordinate occupational education research activities conducted by state departments, colleges and universities, local school districts and nonprofit educational organization.

4. To conduct occupational education research and development projects.

Staffing

Since the nature of activities and source of funding vary, staffing patterns also vary. The RCU staff consists of professional, clerical, supporting, and graduate assistant staff. The following is a list of RCU staff as of June 30, 1974.

Garry R. Bice
Director

Walter A. Cameron
Assistant Director

Dolores J. Wilder
Information Specialist

Judith Kieffer
Art Illustrator

Joanna Allman
Graduate Assistant

Russell Barnett
Research Assistant

Brenda Breeden
Secretary

Pam Bryson
Secretary

Robert Coker
Coordinator,
Product Utilization

Carol Cook
Librarian

Edwin E. Lamberth
Regional Research and
Development Coordinator
Middle Tennessee

Larry W. Sanders
Regional Research and
Development Coordinator
West Tennessee

Gary Q. Green
Research Associate

Jenny Downen
Work Study Student

Sandra Green
Senior Bookkeeper

Wallace Greene
Work Study Student

Harold Gregory
Work Study Student

Leverett Lynn Guess
Assistant

Sherri Harbin
Secretary

Carole Deaton
Assistant

Pattie Hill
Clerk-Typist

Rella Hines
Research Assistant

Tami Hodges
Work Study Student

Jenny Kinder
Secretary

Susan Lannom
Graduate Assistant

Frank McKenzie
Research Associate

Karen Nelson
Secretary
Regional Research and
Development Office
Middle Tennessee

Rentha Park
Research Assistant

C. A. Pope
Research Assistant

Gayle Thornton
Work Study Student

George Traver
Research Assistant

Beverly Wallace
Secretary
Regional Research and
Development Office,
West Tennessee

Alzenia Williams
Secretary

II. THE INFORMATION RETRIEVAL AND DISSEMINATION SYSTEM

Regional Resource Centers

In October of 1970, thirteen cooperating institutions began serving as "Regional Resource Centers" where interested vocational education personnel could view microfiche on a reader or reader-printer, and print-out pages as necessary. By June 30, 1974, over 8,500 duplicate microfiche copies had been requested by RRCs. In addition, two other institutions chose to become RRCs (Jackson State Community College and Bradley Central High School). Presently, three RRCs are located in secondary schools, two in community colleges, two in state technical institutes, and eight are in area vocational schools. Representatives have met in a workshop twice yearly, and, in an effort to conserve energy, voted at the November 1973 meeting at McMinnville Area Vocational-Technical School to hold only one worksnop each year, with a different RRC serving as host for each workshop. The 1974 workshop is scheduled to be held at the Tri-Cities Regional School in September, 1974.

RRCs continue to make regular requests for microfiche documents and referrals to the RCU library for various manual and computer searches. The complete list of RRCs appears in Appendix A.

Circulator

The bi-monthly dissemination of the awareness paper, the RCU Circulator, was continued during FY 1974, with greater emphasis or statewide programs, RCU activities, and special publications of interest. Microfiche document announcement was shifted totally to the SDI sub-system. Secondary school counselors were added to the mailing lists and total mailing list growth was from 4,379 in June of 1973 to a total of 5,523 for the April, 1974 Circulator.

SDI Sub-system

The Selective Dissemination of Information sub-system was expanded to community college instructors in the Fall of 1973, and the entire mailing list and faculty profiles were updated and/or verified utilizing output from the Tennessee Management Information System (secondary) and recent school personnel directories and college catalogs (post-secondary).

Due to a decrease in the number of available documents (available on microfiche as announced in AIM Index) to announce, SDI mailings were fewer during this period. Two secondary mailings were completed, one in October, 1973 and another in March, 1974. A post-secondary mailing was disseminated in May, 1974 and another is scheduled for July.

The present SDI mailing includes 363 secondary schools, 51 junior high schools, 32 post-secondary schools, and 10 community colleges.

Library

During FY 1973-74, the Career Education Corner was expanded and a regular SDI to teacher educators and vocational education supervisors maintained (ERIC Alert and New Publications). The number of persons using the library on location (phone and verbal requests excluded), the number of microfiche titles reproduced, and computer searches completed since July, 1971 were as follows:

Persons Using Library on Location	July-Dec.	Jan.-June	Total
1971-72	320	827	1,147
1972-73	562	590	1,152
1973-74	463	763	1,226

Microfiche Titles Duplicated	July-Dec.	Jan.-June	Total
1971-72	2,893	2,845	5,738
1972-73	1,727	4,250	5,977
1973-74	3,085	4,872	7,957

Computer Searches Completed	July-Dec.	Jan.-June	Total
1971-72	66	56	122
1972-73	50	96	146
1973-74	107	109	216

The RCU library continued to serve many other states with computer searches, career education materials, miscellaneous publications, and some microfiche duplication. A total of 157 manual searches were completed and disseminated and 154 hard copy requests were honored by the library.

The 1973 Cumulative Index to "Query" Computer Searches was completed and disseminated to a wide audience, and two updates were printed and disseminated during the year, (0403-0506) in February and (0507-0564) in May. A new cumulative index will be prepared for dissemination in the Fall of 1974.

A special bibliography on the metric system was compiled and disseminated to a selected audience in March. A total of 7 publications in the Research Series, 5 in the Information Series, and 1 in the Bibliography Series were completed during this fiscal year. An entire listing of all RCU publications completed during this period and a tally of the number disseminated appears in Appendix B.

III. MINI-GRANTS

To fulfill the objective of stimulating and encouraging research and development activities, a mini-grant program which provides limited funds to local teachers, administrators, or teacher educators to conduct small projects of their own has been in operation for three years. In conjunction with this, the Regional Research and Development Coordinator provides technical assistance and advice on sources for funding to writers of proposals from local school systems.

For the period July, 1973, through June, 1974, ten mini-grant projects were funded. The amount of funds which could be awarded per mini-grant was increased this year from $500 to $1,000.

Abstracts of completed projects appear in Appendix C. Following is a brief summary of the 1973-74 mini-grants.

SUMMARY OF 1973-74 MINI-GRANTS

PRINCIPAL INVESTIGATOR	CODE NO.	COUNTY	LOCAL CONTRIBUTIONS	RCU FUNDS
F. Clements	054	Sumner	$ 535.00	$ 490.00
J. Jones	055	Knox-UT	2,810.00	1,000.00
A. Porecca & J. Stallard	056	Knox-UT	3,200.00	955.00
D. Young	057	Clay	6,252.00	800.00
M. Pike	058	Robertson	720.00	758.75
T. Seavers	059	Gibson	3,885.25	1,097.75
J. McGee	060	Maury	1,322.00	525.50
L. Brooks & E. French	061	Shelby-MSU	3,675.80	998.00
W. Hartman	062	Shelby-MSU	2,106.04	1,000.00
L. Word	063	Jackson	155.60	567.50
	TOTALS		$24,661.69	$8,192.50
	PERCENT		75.1%	24.9%

IV. COORDINATION OF RESEARCH ACTIVITIES

Presentations to Groups

Members of the RCU staff made various presentations during fiscal year 1974. The presentations have reached educators at all levels as well as public and private agencies. Some of the topics of the presentations were as follows:

1. "Role and Function of RCU and Regional Research and Development Office" and "Progress of Comprehensive Vocational Education Plan" - State Conference for West Tennessee Educational Field Services Personnel, Pickwick Landing State Park

2. "RCU Services Related to VOE" - State VOE Annual Conference, MTSU, Murfreesboro

3. "Performance Goals and Learning" - EPDA Workshop on Behavioral Objectives, Memphis

4. "Occupational Exploration Activities for Elementary Students" - Elementary Teachers In-Service Workshop - Tazewell

5. "Resources for Career Education - The ERIC Files and RCU Library" - Claiborne County Schools - Tazewell

6. "Resources for Individualizing Instruction in Health Occupation Education" - Tennessee Health Instructors Workshop

7. "Concepts of Career Education" - In-Service for Five West Tennessee Counties, University of Tennessee, Martin

8. "Dissemination, Diffusion, and Use of Information" - Leadership for Change Conference, St. Louis, sponsored by the North Carolina Center for Occupational Education

9. "RCU Services for D.E." - Graduate Course in Distributive Education, Middle Tennessee State University

10. "Services of the RCU" - Mid-State Librarians Association Meeting, Cookeville

11. "How ERIC Can Help the Beginning Teacher" - Regional Workshop for Beginning ICT Coordinators and D.E. Teachers, Murfreesboro

12. "Mini-Grants" - Regional Resource Center Workshop - McMinnville Area Vocational-Technical School

13. "Optical Mark Reading Utilization Techniques" - Tennessee Vocational Association Executive Committee, Nashville

14. "Using ERIC" - Rehabilitation Counselors Workshop, Knoxville

15. "ERIC and Services of the RCU" - College of Education Staff and Library Staff, Paul Meek Library, University of Tennessee, Martin

16. "Career Education Resources" - In-Service Program for Claiborne, Hancock, and Union Counties, Lincoln Memorial University

17. "Resources for Career Education" - Project SPACE, Greenville City and Greene County Schools.

18. "Progress Report on Dissemination Activities in Tennessee" - SSCERS, Myrtle Beach, South Carolina

19. "The Tennessee Management Information System" - National State Directors Conference

20. "The Tennessee K-14 Career Information Program" - National Conference for Directors of Career Information Services, New Orleans, Louisiana

21. "Vocational and Career Education Programs" - PTSO Meeting, Bearden High School, Knoxville, Tennessee

22. "Criteria for Evaluating Mini-Grant Reports" - RCU Mini-Grant Workshop, Murfreesboro, Tennessee

23. "Roles and Functions of the Tennessee Research Coordinating Unit" - Jackson State Community College, Jackson, Tennessee

24. "Resources for Career Guidance - INFOE and ERIC" - Graduate Class in Guidance, University of Tennessee, Nashville, Tennessee

25. "RCU Services for Potential Researchers" - Graduate Class in Research Methods, MTSU, Murfreesboro, Tennessee

26. "The Comprehensive Vocational Education Act: Balancing Manpower Supply and Demand" - Tennessee Industrial Education Conference, Memphis, Tennessee

27. "The Status of the Comprehensive Vocational Education Plan" - WBBJ-TV, Jackson, Tennessee

28. "OMR in 1974" - American Association of Public Opinion Researchers - Lake George, New York

29. "Tennessee Management Information System" - Tennessee Manpower Council, Nashville, Tennessee

30. "Use of RCU Library and ERIC" - Several U.T. Knoxville undergraduate and graduate classes

31. "A Statewide K-]4 Career Information Program" - Counselor's Workshop, Tennessee Technological University

32. "Services Available from Tennessee RCU" - Counselor's Workshop, Tennessee Technological University

Conferences

During the past year, members of the RCU staff have attended numerous meetings and conferences. The major conferences are as follows:

1. Southern States Conference on Research and Statistics

2. Joint State Staff Conference, Nashville

3. American Vocational Education Association - Atlanta, Georgia

4. National Symposium for Educational Research - Los Angeles, California

5. National Management Information System Conference - Oklahoma City, Oklahoma

6. ERIC Tape Users Conference - Columbus, Ohio

7. East Tennessee Education Association Convention - Knoxville, Tennessee

8. Southwide Research Coordinating Council Meetings - Nashville and Knoxville, Tennessee

9. Instructional System Design Conference - Biloxi, Mississippi

10. West Tennessee Education Association - Memphis, Tennessee

11. West Tennessee Supervisors Conference - Jackson, Tennessee

12. Regional Conference for Educational Field Services Personnel - Pickwick Landing State Park

13. National Briefing Conference, USOE Survey of Postsecondary Schools with Occupational Programs Orientation Meeting - Washington, D.C.

14. State VOE Annual Conference - Murfreesboro

15. National Vocational-Technical Teacher Education Seminar

16. National Seminar of the New and Related Services Division, AVA

17. National RCU Personnel Conference

18. National Conference on Postsecondary Career Education

19. U.S. Chamber of Commerce - Conference on Career Education

20. National Conference for Directors of Career Information Services - New Orleans, Louisiana

21. American Education Research Association Annual Meeting - Chicago, Illinois

22. UT Vocational-Technical Education's "Decisions Ahead" Conference - Knoxville, Tennessee

23. Tennessee Education Association Meeting - Memphis, Tennessee

24. West Tennessee Supervisor's Staff Conference - Jackson, Tennessee

25. ESEA Title III Advisors Committee Meeting - Murfreesboro, Tennessee

26. Commissioner's Conference on the Handicapped - Nashville, Tennessee

27. National Dissemination Conference - Washington, D.C.

28. National RCU Conference - Scottsdale, Arizona

29. MBO Conference - Oklahoma City, Oklahoma

30. EPDA Special Needs Conference - Cherry Hill, New Jersey

31. Tennessee Advisory Council for Vocational Education Quarterly Meeting - Chattanooga, Tennessee

32. Tennessee Advisory Council Meeting - Memphis, Tennessee

33. Southwide Directors Meeting of State Advisory Councils for Vocational Education - San Juan, Puerto Rico

34. AVA Policy Committee Meeting - St. Louis, Missouri

35. Vocational Education Reports Workshop - Atlanta, Georgia

36. National Curriculum Seminar - Carbondale, Illinois

37. American Association of Public Opinion Researchers - Lake George, New York

38. Economic and Community Development (Manpower Council) - Nashville, Tennessee

39. MIS - Common Core of Data Meetings - Chief State School Officers Sub-committee - New York City, New York; Washington, D.C.; Denver, Colorado

40. National Consortium for Career Information Services - Milwaukee, Wisconsin

Technical Assistance

During the year, staff members have provided technical assistance to the following institutions and agencies:

1. Greenville Career Education Project (SPACE)

2. Clinch-Powell Educational Cooperative In-Service for Hancock, Union, and Claiborne County Teachers - Lincoln Memorial University

3. Claiborne County Career Education Project - Tazewell

4. The Center for Vocational and Technical Education The - Ohio State University

5. Top of Alabama Regional Council of Governments - Human Resources Program - Alabama

6. Administrators from Alabama

7. Information Specialist, North Carolina Science and Technology Research Center

8. Vocational Rehabilitation Governor's Conference on Handicapped

9. Bureau of Vocational Education, Kentucky Board of Education

10. School Planning Laboratory - UT Knoxville

11. Northwest Human Resources Center - Hamilton County

12. State Department of Economic and Community Development

13. Tennessee Higher Education Commission

14. Tennessee State Department of Education

15. Tennessee State Advisory Council on Vocational Education

16. Tennessee Education Association

17. School Administrators in the following school systems: Crockett County, Milan City, Lexington, Humbolt, McNairy County, Brownsville, Dyersburg, Lake County, Weakly County, Tullahoma City Schools, Franklin County, Hardeman County, Gibson County, Fayette County, Alamo City, Paris City, McKenzie, Bolivar, Memphis City, Nashville Metro Schools, Cannon County, Covington City, Murfreesboro City, Tri-Cities Regional VTS, Clay County Schools, and Knox County Schools

18. Business Education Department - Middle Tennessee State University

19. Top of Alabama Regional Council of Governments, Human Resources Program

20. Appalachian Education Satellite Project

21. Director and Staff of Comprehensive Vocational Education Task Force

22. Tennessee Valley Authority

23. Instructional Staff in the following schools: Fayetteville High School, Smyrna High School, McGavock High School, Smith County High School, Columbia Central High School, Crossville Area Vocational-Technical School, Oakland High School, Portland High School, Greenbriar High School, Woodbury Central High School, Knox-Doss Junior High School, Hawkins Junior High School, West Junior High School, Tullahoma, Smyrna Primary School, Hendersonville High School, Riverdale High School, Columbia State Community College, Portland Junior High School, White House High School, Gallatin High School, Westmoreland High School, Lavergne Primary School, Greenbrier Elementary, Watauga Elementary Schools, Celina High School, Rickman High School, Paris Area School, and Shelbyville AVTS

24. TOEC Personnel - Divisions M-1 and M-4

25. Middle Tennessee Regional Coordinator for Vocational Education

26. Local Directors of Vocational Education - Union City and Haywood County Schools

27. Graduate Classes - U.T. Nashville, Middle Tennessee State University, and U.T. Knoxville

28. Coordinator of Special Assignments - South Central Development District

29. Knox and Union County Comprehensive Vocational Education Committees

30. Florida State Department of Education, Florida Learning Resources System

31. United States Office of Education on Management Information System Design - Washington, D.C.

32. Texas Education Agency and Community Colleges in the Dallas Area - Dallas, Texas

33. Upper East Tennessee Education Cooperative - Johnson City

34. Transportation Research Center - City of Knoxville, Knoxville, Tennessee

35. Tennessee State Department of Corrections

36. U.S. Department of Defense

Miscellaneous Activities

1. Hosted the Southwide Research Coordinating Council's fall and spring meetings.

2. Sponsored a booth displaying RCU materials and functions at the East Tennessee Education Association Annual Meeting held at the University of Tennessee, Knoxville.

V. RESEARCH ACTIVITIES

The following are summaries of the major activities undertaken and/or completed during the period July 1, 1973, through June 30, 1974.

A. Management Information System

Before enrollment reporting began in the fall, an automated mailing system was developed to more effectively handle the distribution of reporting materials and final reports. At the beginning of the academic year, materials for reporting vocational enrollments were sent to all the schools reporting programs the previous year and to thirteen additional schools with new programs.

Pre-printed machine readable follow-up forms were sent to the schools in October. Teachers were requested to fill in completion and employment status information on all of their previous year's students. Follow-up forms were completed and returned by 55% of the teachers, representing 70% of the students. The results of that study were then used in completing the U.S.O.E. 3139 Follow-up Report. Those results indicated that of the students who completed their vocational program and were known available for placement, 57.42% were employed full-time in a field related to their training, 29.18% were employed full-time in a field not related to their training, 4.65% were employed part-time and 8.75% were unemployed.

During this time enrollment reports were being completed and returned by better than 100,000 students and over 2,000 teachers. By January, when preliminary totals were tabulated, approximately 112,000 students were reported enrolled in vocational programs. At that time class rosters were sent back to the teachers for verification and updating. This midyear update successfully initiated last year proved even more beneficial this year as about 70% of the teachers returned verified and updated class rosters. The update enabled us to add new students and programs as well as to correct previously reported information which was in error. The update computer programs developed last year were hastily written due to time limitations and were inadequate for long term needs. A new set of programs were written this year which allowed for a more efficient format for keypunching changes, stronger safeguards against inserting invalid data, a capability to change any information on a record instead of only selected items, and the ability to change information for entire classes as well as on individual records.

Minor corrections were made in approximately 20,000 records, and more than 5,000 new records were added to the files. In May the updated data were checked by the regional supervisors, and a smaller update procedure was then done. At that point, the data were ready for the final enrollment report. Duplicates were tabulated and completions were

projected from the follow-up report done in the fall. The data was then used in completing the U.S.O.E. Enrollment Report 346-3.

B. Occupational Information System Development

For the past three years the Tennessee Research Coordinating Unit has been developing components of an occupational information system to serve students in grades K-14. The first component developed is called Secondary INFOE (Information Needed for Occupational Entry). It was designed specifically for use by students in grades 10-14, although it is presently being used by many junior high school students. Secondary INFOE consists of the following materials.

1. Career Deck - Aperture cards containing information on specific job titles.
2. Program Offering Deck - Aperture cards providing information on vocational and technology programs offered in Tennessee.
3. Post-Secondary Institution Deck - Aperture cards describing post-secondary institutions in Tennessee.

An elementary component called Elementary INFOE (Information Needed for Occupational Exploration) has been pilot tested for use by 4th, 5th, and 6th grade students. Presently it is being modified on the basis of a pilot test conducted in five states. The revised Elementary INFOE materials will consist of:

1. Teacher's Guide to Elementary INFOE

2. INFOE card package consisting of:

   a. 5 Clusters for 4th grade (100 cards)

   b. 5 Clusters for 5th grade (100 cards)

   c. 15 Clusters for 6th grade (300 cards: 4th and 5th grade cards plus an additional 100 cards)

3. 75 Overhead transparencies introducing the 15 career clusters

4. INFOE poster

A third component, Primary INFOE is designed to introduce K-3 students to basic concepts of career development. After development, Primary INFOE will consist of 16 INFOEpackets, four packets per grade level. Each INFOEpacket will consist of an overview filmstrip and audio cassette tape or 33 1/3 LP and four accompanying short filmstrips and audio tapes of 33 1/3 LP. On the filmstrips, cartoon drawings and photographs of actual workers will be used to depict selected career development concepts. A teacher's guide on how to use the INFOEpackets will be provided for the teacher.

During Spring, 1974, nine prototype INFOEpackets in the form of 35mm color slides and audio cassette tapes were field tested in selected schools in Tennessee. These packets will be revised and will be ready for dissemination by October, 1974. In addition, seven new packets will be developed, tested and duplicated for dissemination by January, 1975.

Junior High INFOE is currently in the planning stage. It will be designed to provide 7th, 8th, and 9th grade students with indepth exploration of career clusters, job titles and the major vocational programs offered at the secondary school level. In addition, 10 to 15 vocational programs will be explored. Students will select job titles and vocational programs to study by the use of a pin-sort of microfilm aperture cards keyed to an interest inventory.

Summary of Activities Completed During 1973-74

Primary INFOE (K-3)

1. Nine INFOEpackets were developed and pilot tested in 10 elementary schools in Tennessee.
2. In-service training on the use of the Primary INFOE materials was provided for 110 teachers (K-3).
3. The following number of students were served:
   1) 250 Kindergarten
   2) 400 First Grade
   3) 700 Second Grade
   4) 700 Third Grade
4. Rough drafts for an additional seven INFOEpackets were developed.
5. A report on the evaluation results of the pilot project is in the process of being written.
6. 125 Guides to Primary INFOE were developed and distributed to teachers.

Elementary INFOE (4-6)

1. Information on 15 career clusters was developed and piloted in five states.
2. In-service training and "Guides to Elementary INFOE" were provided to 50 4th through 6th grade teachers.

3. "Student Guides to Elementary INFOE" were provided to a total of 1300 4th, 5th, and 6th grade teachers.

4. Copies of "The Elementary INFOE Report" were distributed to the 50 teachers involved in the INFOE study and to career information directors in 40 states.

5. The Elementary INFOE materials have been revised based on the pilot study evaluation data.

Secondary INFOE (7-14)

1. 275 decks of Secondary INFOE materials were distributed and each set included:

   a. Career deck
   b. Post-secondary Institution deck
   c. Program Offering deck

2. 400 Counselor Guides to Secondary INFOE and 500 Student Guides to Secondary INFOE were disseminated.

3. Permission was granted to two school systems to reproduce 500 copies of the Student's Guide to Secondary INFOE.

4. In-service training was provided to 100 counselors on the use of Secondary INFOE.

5. 25 new job titles were completed for the Career Deck and information on 450 job titles was updated.

6. Secondary INFOE is currently serving:

   a. 300 counselors
   b. 60,000 students (grades 7-14)

Additional Services Provided by the Overall INFOE Program

1. A total of 200 graduate students in Tennessee were oriented to the overall INFOE program.

2. A total of 300 counselors and teachers were oriented to the overall program.

3. Counselor-training programs in 5 institutions have been provided with INFOE materials for use in training prospective counselors.

C. Product Utilization Development

An abundance of information is available from the TRCU that has assisted vocational education personnel in the State of Tennessee to maintain and expand their programs. However, the increase in the number of projects at TRCU and consistent increase in requests for information indicated that a larger number of people need to be more knowledgeable about how the Research Coordinating Unit can serve them. A plan was implemented in October, 1973, to develop informational packets concerning the major programmatic efforts of the TRCU. These major efforts are: (1) Information Retrieval and Dissemination System, (2) Management Information System, (3) Information Needed for Occupational Education, (4) Mini-Grant Program, (5) Career Education Information, and (6) Special Projects.

Five instructional packets have been completed and used in workshops in each of the three regions of the State of Tennessee. Each packet contains a set of slides or set of transparencies depicting a particular programmatic effort, hands-on-activities, and selected publications. An evaluation of the workshops showed that more intensified efforts need to be given to schedule and conduct additional workshops during 1974-75.

D. The Impact of the Vocational Education Amendments of 1968 on Vocational Education in Tennessee

(Contract with the Tennessee State Advisory Council on Vocational Education)

The following is a summary of the impact that the Vocational Education Amendments of 1968 had on vocational education in Tennessee:

1. Total secondary school vocational education enrollments have increased 8.6% since 1968-69.

2. Total post-secondary vocational-technical education enrollments have increased 76.6% since 1968-69.

3. The percentage of all secondary school students enrolled in occupational preparation programs has increased from 16.85% in 1968-69 to 21.95% in 1972-73.

4. The total number of persons (secondary, post-secondary, and adult) that have been served by vocational-technical education increased 18.3% between 1968-69 and 1972-73.

5. Financial support for vocational-technical education from State funds increased 138% between 1968-69 and 1972-73 compared to a 65% increase in Federal funds during the same time period. Financial support from local sources increased 172% during that time period.

   Most of the increase in State funds during this period has been focused upon developing the statewide post-secondary program. However, beginning with fiscal year 1975, under authority of legislation already approved (Comprehensive Vocational Education Act), very large sums of State monies will be focused upon developing programs at the secondary level.

   The increased financial support at the local level has been focused upon improving the quality of secondary level programs, including improvement of facilities and increasing instructional personnel salary levels.

6. The comprehensiveness of program offerings, both in terms of types of offerings and availability of occupational training to the population, have been dramatically improved.

7. Perhaps the greatest impact that the 1968 Amendments have had on vocational-technical education in the State of Tennessee has been in terms of the quality of program offerings and the quality of instruction at both the secondary and post-secondary levels.

8. There has been a marked improvement in the public image of vocational-technical education in the State of Tennessee. This is reflected in the increased enrollments, student waiting lists at area vocational-technical schools, and the passage of the Comprehensive Vocational Education Act which requires the development of programs and facilities to serve at least 50% of all secondary school students.

9. There has been a definite shift toward the development of specific occupational preparation programs. (Programs have been made more relevant to student and labor market needs.)

10. There has been a dramatic improvement in the sophistication of the Statewide program planning process and concomitant cooperation with other agencies concerned with manpower training.

11. There have been major improvements in program support services including the development of management information systems, occupational information systems, information retrieval and dissemination, and curriculum development.

E. A Study of Student Satisfaction with Vocational-Technical Education Programs in Tennessee

(Contract with the Tennessee State Advisory Council on Vocational Education)

Following are the major conclusions from this study:

Overall Conclusions

1. Students were generally satisfied with quality of facilities, instruction, course content, and the relationship of vocational education to occupational preparation.

2. Parents, school board members and county court members were less satisfied with the adequacy of classrooms and laboratories than were students.

3. All groups in the study agreed that vocational education programs provided opportunities for students to learn skills needed for employment.

Specific Conclusions

1. Although parents, board members, and court members generally agreed that teachers make a conscientious effort to do a good job, students were much more positive in this respect.

2. Students in agriculture and home economics have a tendency to feel that vocational education courses are unrelated to the occupation for which the student is being trained. However, students in office occupations and trade and industrial programs have a tendency to feel that their courses are related to the occupations for which they are being trained.

3. Students in the ninth and tenth grades see less relationship between vocational education courses and the occupations for which they are being trained than do students in the eleventh and twelfth grades.

4. All groups in the study were more indecisive about the quality of the laboratory facilities than they were about the quality of the classroom facilities.

5. Respondents were much more decisive about those aspects of vocational education that are easy to observe (i.e., classrooms and shops) than they were about those areas not as readily visible such as course content, relevance to employment, etc.

F. 1973 USOE Survey of Programs and Enrollments for Post-secondary Schools

Data were collected for a Post-secondary Schools Survey conducted by the Adult and Vocational Education Surveys Branch, HEW. Information gained from the survey was used to update the Tennessee Directory of Public and Private Post-secondary Schools and a national directory compiled by the National Center for Educational Statistics.

In addition, data on program enrollments and completions in both public and private post-secondary institutions were used in the 1974-75 Tennessee State Plan for Vocational Education ("Other Sectors Output").

The directory update, Where to Find Post-secondary Occupational Training Programs in Tennessee (Research Series No. 42) by Dee Wilder, is scheduled for dissemination in July.

VI. FUNDED PROJECTS

A. The Need for Technical Training in the East Tennessee Area

This study was a result of a request by the Tennessee State Board of Education and the Tennessee General Assembly to determine if there is a need to establish a State Technical Institute in the East Tennessee area.

Following are the conclusions of this study:

1. The County Advisory Councils for Vocational-Technical Education were generally more favorable towards additional vocational training for their counties than they were for additional technical training at the Associate Degree level.

2. The County Advisory Councils generally desired more technical training programs to be available than they believed would be needed in their counties in the future.

3. The Student Questionnaire data showed that 11.2% of the sample was considering attending vocational-technical schools and technical institutes. Of this 11.2%, 9.3% were interested in a vocational-technical school and 1.9% were considering a technical institute. Nearly 1/3 of the 8,740 students in the total sample indicated that they were "college bound" which compares to roughly 1/10 of the sample who showed interest in vocational-technical and technical institute educations.

4. According to the County Advisory Councils, more target area employees have received their technical training in colleges and universities than in any other type of institution. This trend would appear to continue as indicated in the plans for future training both by students on the student questionnaire and parents and taxpayers on the parents and taxpayers questionnaire; in both of these surveys more interest was shown in colleges and universities than in community colleges, vocational-technical schools, and technical institutes combined.

5. Most industrialists in East Tennessee wanted flexible comprehensive vocational and technical training programs designed to meet the needs of the industries they represented.

6. The planned and implemented technical training programs at the various existing educational institutions throughout East Tennessee appeared to be adequate to serve the present and immediate future technical training needs of the region. This conclusion recognizes that some curricular modification at some institutions may be necessary to meet specific local training needs.

VII. RESEARCH AND DEVELOPMENT OFFICES

Regional Research and Development Offices (RR&D) of the Tennessee RCU continued to serve vocational-technical education clientele. The regional offices are located in West and Middle Tennessee.

The primary purpose of the regional offices is to offer research and development services to local clientele. Methods used by the RR&D Coordinators to accomplish this purpose varied according to the requests. All requests were acknowledged either by personal visits, phone calls and/or letter. Requests for consulting services were received from 700 persons and 170 groups.

The West Tennessee RR&D Office coordinated planning of comprehensive vocational-technical education proposals for 39 school systems. West and Middle Tennessee Coordinators served as team chairmen in planning comprehensive proposals for 22 school systems. The West Tennessee Coordinator also served on the Advisory Committee for pre-vocational education.

During the year July 1, 1973, through June 30, 1974, the RR&D Coordinators participated in one national, three regional, and six state professional conventions and meetings. They served as recorders for the research section at the AVA Convention.

Three research and development workshops were conducted by the RR&D Offices. In addition, presentations were made at three state vocational conference,

three district workshops, and six graduate classes. The RR&D Coordinators wrote three RCU handbooks and assisted in collecting data for four statewide studies.

During the year, the RR&D Coordinators implemented 18 new Secondary INFOE projects. The Middle Tennessee Coordinator also assisted with pilot testing of three Primary INFOE projects.

VIII. FUTURE ACTIVITIES

A. Management Information System

1. The MIS shall complement its teacher and student based follow-up system with an employer based, evaluative type follow-up. This follow-up will be directed primarily toward secondary, post secondary, and community college students.

2. Employer based information will allow teacher evaluation based upon student task/job performance. It is felt, that by combining the already available data with these new data, a great deal can be learned about the viability of teacher selection/evaluation criteria.

3. A field test of comprehensive automated survey of V-T facilities shall commence in the winter and continue through the spring. This facility study is intended as the forerunner of an annual facilities evaluation system.

4. The concept of a comprehensive Education Personnel system will be researched and explored with the aid and support of the state department of Education. The personnel system proposed encompasses both certification and job placement type data. Although initial operations will be batch centered, fast response data availability to LEA's should be encompassed in the ultimate system design.

5. The most significant change in the TMIS system proposed is conversion to a mini-computer for special reports generation. This basic change is expected to increase data availability while decreasing operational costs.

B. Occupational Information System Development

The following activities will be completed during the period of July 1, 1974, through June 30, 1975:

1. The Primary INFOE component activities will result in 300 complete sets of K-3 INFOEpackets being prepared.

   a. The 9 INFOEpackets developed and tested during 1974 will be refined, and the sets of color slides will be made into filmstrips.

   b. Seven additional INFOEpackets will be developed and refined.

   c. The Teacher's Guide to Primary INFOE will be revised.

2. A total of 200 complete sets of Elementary INFOE materials will be prepared.

   a. The Elementary INFOE materials, pilot tested during 1973-74, will be refined.

   b. The Teacher's Guide to Elementary INFOE will be revised.

3. A total of 100 sets of Junior High INFOE materials will be developed and pilot tested.

   a. Developmental work will be completed for information on 300 job titles and 50 different vocational programs.

   b. Teacher guides on the use of Junior High INFOE materials will be prepared.

   c. A pin-sort technique to assist students in exploring their interests will be developed.

4. A total of 400 sets of Secondary INFOE materials will be developed.

   a. The career deck of Secondary INFOE will be updated.

   b. An additional 25 new job titles will be added to the Secondary INFOE materials.

c. The post-secondary institution deck will be revised.

d. The Counselor and Student's Guide to Secondary INFOE will be revised.

e. Two hundred new decks will be disseminated.

f. Two hundred career update decks will be disseminated.

C. Information Retrieval and Dissemination System

Future plans include a Selective Dissemination of Information Sub-System for administrators. It will be designed to serve all State Staff and synthesize research results and innovative practices in selected areas such as:

Program Development, Evaluation, and Planning
Public Relations
State Surveys, Occupational Surveys
Follow-up Studies
Educational Legislation
Expenditure Per Student
Employment Statistics
Manpower Needs
Integrated Curriculum

Possible publications for the coming year include a revision of ERIC and the RCU, entitled ERIC in Tennessee, and brochures explaining both computer searching and library use. Work is underway on the components for a more complete information package to be provided with each information request as it is processed, explaining more thoroughly the use of the materials and services provided.

D. Product Utilization Development

Plans are to revise each of the five completed instructional packets plus developing two additional ones during July-August, 1974. These packets will be ready to be used in workshops beginning in September, 1974. Each of the two Regional Research and Development Coordinators will receive an instructional packet for each programmatic effort to use in his in-service programs. In addition to the Regional Coordinators in-service work, plans are to have at least three workshops in each of the three regions of the State of Tennessee during 1974-75 using the instructional packets. Also, plans are underway to conduct workshops on "How to Write Proposals" and "Where to Secure Funds that can be Used to Support Innovative Ideas."

E. Regional Research and Development Offices

The main thrust of the Regional Research and Development Offices for the first six months of FY '75 will be to assist local clientele in maintaining and improving their vocational-technical education programs. Dissemination activities planned include four local district workshops for potential RCU users. The RR&D Coordinators will assist the RCU Product Utilization Coordinator in organizing and conducting two workshops and will implement ten Secondary INFOE and twelve Elementary INFOE projects in local schools.

To stimulate regional research and development activities, the Coordinators will provide information on Mini-Grants to approximately 70 potential researchers and assist eighteen in preparing new Mini-Grant proposals. Technical assistance will be provided to nineteen directors of on-going Mini-Grant projects and to six in writing final reports.

The RR&D Coordinators will assist local educators in developing comprehensive vocational-technical education programs. They will attend national, regional, and state professional conferences and conventions.

The three Regional Research and Development Offices for the second half of FY '75 will continue to assist vocational-technical education clientele to improve their programs. Visits will be made to 100 local schools and to the 15 regional resource centers to assist in the dissemination and use of ERIC documents. Information on microfiche readers will be provided to 50 schools, and Primary INFOE projects will be implemented in 15 schools.

Technical assistance will be provided to directors of 19 on-going Mini-Grant projects and to eleven in preparing final project reports. The RR&D Coordinators will serve as resource persons for three graduate classes and two RCU Workshops. In order to become aware of research and development needs, the coordinators will attend at least three professional conferences and conventions.

APPENDICES

APPENDIX A

REGIONAL RESOURCE CENTERS

West Tennessee

Jackson State Community College
P. O. Box 2467
Jackson, TN 38301
Mr. Van Veatch, Head Librarian
Mr. Scott Cohen, Asst. Librarian
901-424-3520

McKenzie State Area Vocational-Technical School
Highway 22 North
McKenzie, TN 38201
Mr. James K. Smith, Counselor
901-352-5364

Memphis State Technical Institute
5983 Macon Cove
Memphis, TN 38128
Mrs. Mildred DuBois
901-388-1200

Newbern State Area Vocational-Technical School
Highway 51 North
Newbern, TN 38059
Ms. Jean C. Carson, Related Instructor
901-627-2511

*Savannah Area Vocational-Technical School
Highway 64 West
Crump, TN 38327
Mr. Terry Case, Related Instructor
901-632-3393

Middle Tennessee

Dickson State Area Vocational-Technical School
Highway 46
Dickson, TN 37055
Mr. Jack Brown, Related Instructor
615-446-4710

McMinnville State Area Vocational-Technical School
Highway 70 South
McMinnville, TN 37110
Mr. Norman Elrod, Supervisor of Student Services
615-473-5589

Nashville State Technical Institute
120 White Bridge Road
Nashville, TN 37209
Mrs. Diane Groves, Division Head, Educational Resource Cente
615-741-1236

Rickman High School
Rickman, TN 38580
Mrs. Eva Lee Finley, Librarian
615-823-5418

Shelbyville Area School
P. O. Box 427
Tullahoma Highway
Shelbyville, TN 37160
Mr. Clarence Statum, Related Instructor
615-684-1828

East Tennessee

Athens State Area Vocational-Technical School
Highway 11 By-Pass
Athens, TN 37303
Mr. Eldie Dickey, Asst. Superintendent
615-745-6940

*Bradley Central High School
Cleveland, TN 37311
Mr. Don Carter
615-479-5438

Chattanooga State Technical Community College
4501 Amnicola Highway
P. O. Box 6279
Chattanooga, TN 37406
Mrs. Barbara Kalman, Asst. Librarian
615-698-8681

Halls High School
Route 13, Emory Road
Knoxville, TN 37918
Ms. Julia DeBoard, Vocational Orientation
615-922-7757

Tri-Cities State Area Vocational-Technical School
P. O. Box 246
Blountville, TN 37617
Ms. Sharon A. Ramsey, Librarian
615-323-4544

*Unofficial RRCs are those who expressed a desire to maintain indexes and assist others with microfiche use, and who do not have an RCU-purchased reader-printer on site. A portable reader, however, may be present. Schools interested in serving as unofficial RRCs should contact Mrs. Wilder at 974-4466.

APPENDIX B

PUBLICATIONS OF THE
TENNESSEE RESEARCH COORDINATING UNIT

Publications Completed

Publication	Number Disseminated July 1, 1973-June 30, 1974
Cumulative Index to "Query" Computer Searches (Searches 0000-0402)	337
Cost Analysis of Secondary School Vocational Technical Education Programs	54
Preparing Research and Development Proposals for Vocational-Technical Education	60
Preparing Research and Development Project Reports for Vocational-Technical Education	57
Final Report Tennessee RCU 1972-73	157
A Guide for Completing the Vocational-Technical Student and Personnel Information Forms for School Year 1973-74	2,500
INFOE Brochure	1,500
Counselors Guide to Secondary INFOE	950
Student Guide to Secondary INFOE	1,050
"A Report of the Development and Evaluation of an Occupational and Volunteer Service Placement Office" (Mini-Grant Report)	111
"A Survey of Potential Employers and Students to Assess the Feasibility of Establishing a General Cooperative Vocational Education Program in Clay County, Tennessee" (Mini-Grant Report)	111
"A Community Educates Itself on the Training Facilities Available in Tennessee to High School Graduates" (Mini-Grant Report)	115

Publication	Number Disseminated July 1, 1973- June 30, 1974
Annotated Bibliography on the Metric System	746
Pocket Cards on the Metric System	821
Second Interim Report, EPDA Act, 1972-73	166
RCU Semi-Annual Report 7/1/73 - 12/31/74	151
Teachers Guide to Primary INFOE	125
Elementary INFOE Report	50
Proceedings of the Fall Meeting of the Southwide Research Coordinating Council	71
Selected Information About Vocational-Technical Education in Tennessee For the School Year 1972-73 - Student Information	754
Teachers Guide to Elementary INFOE	50
Student Guide to Elementary INFOE	1,300
Vocational Education in Tennessee Secondary Programs	1,240
First Update to "Query" Computer Searches (Searches 0403-0506)	204
Second Update to "Query" Computer Searches (Searches 0507-0564)	256
Other Publications Disseminated	
ERIC Brochure "Have a Research Paper? Let ERIC Help"	220
Annotated Bibliography on Career Education for Administrators	187
Annotated Bibliography on Career Education for Post-secondary Educators	100

Publication	Number Disseminated July 1, 1973- June 30, 1974
Annotated Bibliography on Career Education for Secondary Educators	498
RCU Brochure "Tennessee Information Dissemination System"	268
"ERIC and the RCU"	52
General RCU Information Brochure	20
"Career Education and the School Counselor in Tennessee"	6
Career Education Brochure "A Look at Career Education in Tennessee"	204
Career Education Speeches by Marland and Others	70
"Selected Data on _____ County" (Data Paks)	536
Directory of Public and Private Post-secondary Schools with Vocational Education Programs in Tennessee	20
Directory of Public and Private Secondary Schools with Vocational Education Programs in Tennessee	22
Final Report Tennessee RCU 1970-71	15
Final Report Tennessee RCU 1971-72	1
Final Report Tennessee Information Retrieval and Dissemination System for Vocational Education	5
Career Education Corner List	5
Index to "Query" Computer Searches, February - August 1972	1
An Analysis of RCU-Funded Mini-Grant Projects	2
First Interim Report, EPDA Act, 1971-72	1

Publication	Number Disseminated July 1, 1973- June 30, 1974
Your Key to Easier Research, Revised Edition	3
Tennessee Cooperative Coordinator's Handbook	2
Report of the Statewide Invitational Conference on Curriculum Development in Vocational-Technical Education	2
Manual for Local Evaluation, Second Edition	2
Annotated Bibliography on Career Education for Post-secondary Educators	101
"Career Education and the School Counselor in Tennessee"	6
RCU Semi-Annual Report, 7/1/74 - 12/31/74	151

APPENDIX C

054
Title: "Relationship Between Vocational Office Education (VOE) Training in Sumner County and Employment Obtained After High School Graduation"
Principal Investigator: Forrest Ann Clements
Institution: Sumner County Schools
Project Duration: June 1, 1973 - December 31, 1973
Funds Paid: $490.00

The purpose is to determine if a significant difference exists between VOE and non-VOE graduates of Sumner County high schools in terms of (1) degree of job satisfaction, (2) time required to obtain first full-time job, (3) starting salaries, and (4) current salaries. After obtaining a list of graduates from the high schools for 1968-72, a questionnaire will be mailed to 200 VOE and 200 non-VOE graduates. These graduates will be selected at random. The responses to the questionnaire will be tabulated and compared to determine the effect of VOE training in the high schools of Sumner County.

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055
Title: "Testing a Spaced Pattern of Repetition of Gregg Diamond Jubilee Shorthand Brief Forms and Principles at the Community College Level"
Principal Investigator: Jo Nell Jones
Institution: Department of Vocational-Technical Education, University of Tennessee, Knoxville
Project Duration: August, 1973 - June, 1974
Funds Paid: $1,000.00

The purpose of this study is to test and validate at the Community College level the effectiveness of specially prepared shorthand reinforcement material which has a spaced pattern of repetition for principles and brief forms. A comparison will be made to determine whether an increased pattern of repetition of selected brief forms and principles with high error rates increases the accuracy of brief forms and principles in shorthand outlines and transcripts. The study will further determine: (1) the relationship of errors on theory tests and errors on dictation tests, and (2) the difference in speed level each group attained at the end of the second quarter.

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056
Title: "Common Affective Domain Competencies of Students Among Vocational Areas"
Principal Investigator: Dr. Anthony G. Porreca
Dr. John J. Stallard
Institution: Department of Vocational-Technical Education, University of Tennessee, Knoxville
Project Duration: January 1, 1974 - December 31, 1974
Funds Paid: $955.00

The objectives of this study are: (1) to identify and verify the common affective domain competencies of students among vocational-technical areas of agriculture, business, distributive, home economics, and industrial education; (2) to validate through the Delphi technique the common affective domain competencies of students among vocational areas of agriculture, business, distributive, home economics, and industrial education. These competencies should be compiled for establishing basic common learning skills and concepts among vocational education programs. The common affective domain competencies among vocational areas to be identified are the foundations of employability in any occupational endeavor.

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057
Title: "Individualized Instruction: A Project Utilizing Interdisciplinary Learning Packets Correlating Career Education and High School English in the Secondary Schools of Clay County"
Principal Investigator: Douglas Young
Institution: Celina High School, Celina, Tennessee
Project Duration: January 30, 1974 - January 30, 1975
Funds Paid: $800.00

The objectives of this project are to change the negative attitudes of students, particularly disadvantaged students, toward academic learning to positive attitudes; to increase the knowledge of all students in career opportunities to insure greater social mobility; to present English and career related activities on the professional, vocational-technical, and manual labor interest levels; to assist students in recognizing the need of relating English to career choices; and to show students that basic English skills are used in every field of work. The project will serve as a guide in providing a curriculum for those students planning to enter the vocation.

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058
Title: "Development of Transportable Instructional Materials on Careers for Robertson County Schools"
Principal Investigator: Marjorie S. Pike
Institution: Robertson County Schools, Springfield, Tennessee
Project Duration: January 1, 1974 - June 1, 1975
Funds Paid: $758.75

The purpose of this project is to develop instructional packets on careers that may be used by individual students or groups of students in pursuing their occupational interests. The objectives will be to determine the career interests of students in four Robertson County schools; to secure available instructional materials to complement the career choices and interests of students; to compile an interest test for each career learning packet; to process materials and develop career learning packets; to prepare available packet lists for the four Green Brier area schools; and to use an opinion appraisal poll to evaluate the learning packets.

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059
Title: "Pre-Vocational/Career Guidance Grades 7-8"
Principal Investigator: Thelma Seavers
Institution: Park Avenue Junior High School, Milan City Schools, Milan, Tennessee
Project Duration: March 1, 1974 - June 1, 1975
Funds Paid: $1,097.75

The purpose of this project is to provide direction for pre-vocational guidance for junior high students. Students should develop knowledge of self, their strengths and weaknesses, and be able to understand the relationship of these characteristics to their life choices, educational and vocational. Pre-vocational/career guidance will be integrated into the curriculum through the reading and social studies classes in the 7th and 8th grades at Park Avenue Junior High School. This project at the junior high level will attempt to set up a practical program which can be used as a model for programs in other schools, as well as a springboard for further vocational guidance and career development at the high school level.

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060
Title: "A Survey of Surgical Techniques of Selected Small Animal Hospitals (Tennessee) and Colleges of Veterinary Medicine for the Purpose of Developing Curriculum Materials"
Principal Investigator: James H. McGee
Institution: Columbia State Community College, Columbia, Tennessee
Project Duration: April 1, 1974 - October 1, 1974
Funds Paid: $525.50

The objectives of this study are: (1) to determine what skills and techniques need to be incorporated into a program to assure that the graduate technician will be competent in assisting the veterinary surgeon and (2) to utilize the information obtained to serve as a basis for application for funds for the development of curriculum materials in surgery for the training of animal hospital technicians. This project will aid in providing the information needed to develop a comprehensive course in surgical techniques for students in the animal hospital technology program. Furthermore, it will establish the necessary data base needed to write a proposal for the development of films to be used as instructional aides in this program.

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061
Title: "Development of an Office Model Simulation Guide"
Principal Investigators: Lloyd D. Brooks
Ed M. French
Institution: Memphis State University, Memphis, Tennessee
Project Duration: June 1, 1974 - July 31, 1975
Funds Paid: $998.00

The major objectives of this project will be to: (1) develop basic curriculum guidelines to aid teachers in implementing the "office model" into the VOE program; (2) provide teachers with a better understanding of simulated techniques and their implications for individualizing instruction in the VOE program; (3) provide teachers with knowledge concerning procedures for implementing office model concepts; (4) encourage teachers to utilize individualized instruction to a greater extent; and (5) help teachers to relate more practical office-like experiences to instruction. Based on general guidelines and pilot programs, an "Office Model Simulation Guide" will be developed to aid VOE teachers throughout Tennessee who want to implement an office model in their program.

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062
Title: "A Study of Tourism Careers Available to Tennessee Students"
Principal Investigator: Wanda Hartman
Institution: Department of Distributive Education, Memphis State University, Memphis, Tennessee
Project Duration: July 1, 1974 - December 1, 1974
Funds Paid: $1,000.00

The objectives of this study are to examine careers available to Tennessee students in the tourism industry and to disseminate information on these careers to vocational education teachers, vocational counselors, and guidance counselors. Through a work/study tour students will conduct an investigation and through the supervision of the principal investigator, develop learning activity packets on selected tourism careers. The learning packets will be refined, a directory of careers assembled, and information and materials disseminated to vocational education teachers, vocational counselors, guidance counselors, parents, and students.

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063
Title: "Follow-up on Secretarial Science Graduates of Jackson State Community College, Jackson, Tennessee from 1970 to 1973"
Principal Investigator: Linda L. Word
Institution: Jackson State Community College, East Parkway Drive, Jackson, Tennessee
Project Duration: January 18, 1974 - May 3, 1974
Funds Paid: $567.50

The objectives of this project are to survey former students of Jackson State Community College that either received a two-year certificate, 30-hour certificate, or 45-hour certificate from 1970 to 1973. In this survey, the graduates will be asked to give certain information that will be valuable in determining the extent to which the objectives of the Secretarial Science Department of Jackson State Community College are being met. The follow-up study will also help determine the employers' viewpoint of the Secretarial Science program, indicate the effectiveness of the program, the ease with which graduates have obtained jobs, and any courses that may need to be added or deleted. Thus, it will keep the Secretarial Science Department faculty members alert to the current conditions, demands, and attitudes of business.

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